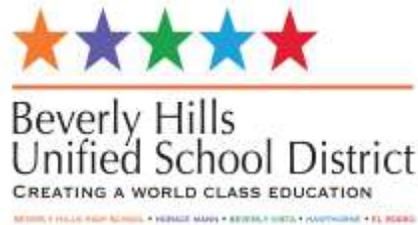


# Beverly Hills Unified School District

## *Standards-Based Report Card*

**Handbook for Parents and Guardians  
2015-16**



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Steve Kessler

*“Life-long learning ... filling the future with options.”*

This handbook was prepared by  
Beverly Hills Unified School District  
teachers and administrators





Dear Parents and Guardians,

Beginning in August of 2010, the California State Board of Education defined specific content standards that delineate what all students should know and be able to do in each subject area. Our goal is for all students to be proficient or advanced in these grade level content standards. At the end of each school year, students in grades 2 – 11 are given a State assessment to ascertain whether they have met proficiency of understanding in these standards. Throughout the year, teachers assess students through observations, benchmark assessments, formal assessments, and informal assessments to monitor student progress. The progress your child is making throughout the year toward meeting standards should not be a mystery to you. It is important that you are provided with specific information that describes your child's progress.

Marks on the Standards Based Report Card provide this information to you. Marks represent your child's proficiency level (the student has or has not met the standard and to what degree). Marks provide information about what your child knows and understands irrespective of effort, behavior, homework, speed of learning, or extra credit. The Standards Based Report Card provides more detailed information about Language Arts and Mathematics. This kind of reporting explains specifically and concretely how well your child is progressing in school and your child's readiness to move on to the next grade level.

District kindergarten through fifth grade teachers worked together to create this Standards- Based Report Card. We believe that it will provide you with information about your child's overall academic performance as well as information about standards acquisition. This handbook should assist you in understanding the Standards Based Report Card.

Should you have any questions that cannot be answered by your child's teacher or school principal, please feel free to contact me at (310) 551-5100, extension 2240 or email me at [jtedford@bhusd.org](mailto:jtedford@bhusd.org)

Sincerely,

*Jennifer Tedford*

Jennifer Tedford, Ed.D.  
Chief Academic Officer  
Educational Services K-12

# **Purpose of Parent and Guardian Report Card Handbook**

The Beverly Hills Unified School District is dedicated to communicating the achievement status of students to parents and guardians as it relates to the process of learning, achievement, and personal growth throughout each school year.

We are dedicated to fair and consistent grading practices between classrooms and school sites at the K-8 and high school levels. Equitable grading practices between classrooms at each grade level ensure fairness to students and lend validity to reporting information to parents and guardians district-wide.

We believe that each student should have the opportunity to earn grades based on fair and equitable grading practices. The standards proficiency, work and study habits, and personal/social skills sections of the standards-based report card will provide parents and guardians with information about their children in each of the key areas. Sample standards-based report cards are displayed on the following pages and are coded with more descriptions of each section on the ensuing pages.

## **Information on the Standards-Based Report Card**

The following numbered instructions correspond to the numbers on the sample Standards-Based report cards on pages 4-8 of this handbook.

### **1. Student Information**

This contains general information about the student.

### **2. Explanation of Achievement Marks**

These marks reflect the student's overall performance in specific content areas. Performance grades are determined by teacher evaluation of the quality of work, quantity of work, application of skills, originality of work, and effort. A complete explanation is shown on the back of the report card.

### **3. Work Habits and Citizenship**

Students in grades K-5 receive marks of C (Consistently), S (Sometimes), or R (Rarely) in these areas.

### **4. English Language Learners**

This section is completed for students that have been identified as English Language Learners. The teacher will record the student's English Language Development level and English Language Program.

English Learners at the Beginning, Early Intermediate, and Intermediate development levels will receive marks in Language Arts based on English Language Development (ELD) Standards.

English Learners at Early Advanced and Advanced development levels may begin to be measured against English/Language Arts (ELA) Standards.

## **Determining the Standards Proficiency Marks**

In completing the Standards Proficiency sections of the report card for each student, the teacher considers:

- The results of District benchmark assessments
- The results of teacher made tests and/or textbook assessments
- District and State adopted Content Standards
- Observations of classroom work

If a topic is not evaluated in the current trimester an “X” may be used.

If a student’s program has been modified in a subject area an “M” may be used.

### **5. Standards Proficiency Marks**

An important part of this new standards-based report card is showing parents and guardians the progress that students are making toward mastery of the California State Content Standards. Grade level standards describe the academic skills, knowledge, and abilities that students are expected to master by the end of the school year. The standards proficiency-scoring key is as follows:

- 4 Exemplary**
- 3 Meets grade level standards**
- 2 Approaching grade level standards**
- 1 Below grade level standards**

More information about the grading key may be found on the back of the Standards-Based report card.

### **6. English Level Placement**

English Learners at Beginning, Early Intermediate, and Intermediate development levels will be placed in a Structured English Immersion program.

English Learners at Early Advanced and Advanced development levels may begin to transition to the mainstream program.

### **7. Teacher Comments**

The report card helps to summarize the student’s progress for both the student and his or her parents and guardians. The comments are intended to note unique aspects of the student’s progress or specific goals for the next grading period.

### **8. Attendance**

This section contains information about a child’s attendance for each quarter.

## Beverly Hills Unified Schools District REPORT TO PARENTS<sup>1</sup>

1

**Student:**  
**Teacher:**  
**School:**

**Year**  
**Grade:**  
**Stu #:**

### EXPLANATION OF MARKS

2

<u>Work Habits &amp; Citizenship</u>	<u>Achievement</u>
C Consistently	4 Exceeds grade level Standards
S Sometimes	3 Meets Grade Level Standards
R Rarely	2 Approaching Grade Level Standards
	1 Below Grade Level Standards
	X Standards Not Assessed This Trimester

M Student's program has been modified in this subject area

### Progress Toward Standard

3

	Reporting Period		
	1	2	3
<b>WORK AND STUDY HABITS</b>			
Follows directions			
Completes classwork			
Completes homework			
Works independently			
Manages materials responsibly			
Listens and participates appropriately			
<b>PERSONAL AND SOCIAL GROWTH</b>			
Follows classroom rules and routines			
Follows school and playground rules			
Interacts appropriately with peers			
Respects others' rights and property			
Accepts personal responsibility			
Demonstrates self-control			

4

**ENGLISH LANG.  
DEVELOPMENT**

Beginning  
Early Intermediate

1st	2nd	3rd

9/7/2012 to 12/8/2012

<sup>1</sup> Please note that the current report card is undergoing revisions to align each grade level with the Common Core State Standards. Revisions will vary somewhat according to grade level and will be completed in 2013.

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5

	Reporting Period		
	1	2	3
<b>LANGUAGE ARTS</b>			
<b>READING</b>			
Word Analysis, Fluency, and Vocabulary			
Comprehension			
Literary Response			
<b>WRITING</b>			
Text Types and Purposes			
Production and Distribution of Writing			
Conventions			
<b>SPEAKING AND LISTENING</b>			
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
<b>MATHEMATICS</b>			
Number Sense			
Algebra and Functions			
Measurement and Geometry			
Data Analysis, Statistics, and Probability			
<b>SOCIAL SCIENCE/HISTORY</b>			
<b>SCIENCE</b>			
<b>PHYSICAL EDUCATION</b>			
<b>TECHNOLOGY</b>			
<b>MUSIC (VISUAL AND PERFORMING ARTS)</b>			
<b>ART (VISUAL AND PERFORMING ARTS)</b>			

Each grade level will vary slightly in Language Arts.

6

**ENGLISH LEVEL  
PLACEMENT**

Structured English

Promoted to grade:

	1st	2nd	3rd

Reporting Period		
1	2	3

7

TEACHER COMMENTS			

8

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

# What can parents do to support their child's mastering the Content Standards?

Parents can always be involved the education of their children. The most important ways of being involved and supporting your child's mastery of the standards are:

- Familiarize yourself with the content your child is learning in school by reviewing the content standards at your child's grade level. Use the **BHUSD Curriculum Overview** for your child's grade level. These documents are also available on the District website: <http://www.bhusd.org>  
(Under Departments, choose Educational Services and go to Parent Resources)
- Talk to and work with your child's teacher.
- Read with your child.
- Practice writing at home.
- Make math part of everyday life.
- Ask your child to explain his/her thinking.
- Use the community as a classroom.
- Acknowledge a good job when you see it.

## A Way to think about Content Standards...

If we think of a specific standard such as *Identify the main problem or conflict of the plot and explain how it is resolved* (fifth grade Language Arts standard) , the student who can clearly identify the conflict and resolution in a story, is Proficient (3). He/she has met the standard. How well or how consistently the child explains the conflict and resolution differentiates Proficient from Exemplary (4). If the child can explain conflict, but not resolution, then he/she is Approaching the Standard (2). If he/she struggles to explain conflict, he/she is Below the standard (1). The goal is for all students to be proficient in the standards for their grade level.

